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MONTANA COMMISSIONER OF HIGHER EDUCATION COMPENDIUM

STATE DOCUMENTS

TWELVE THIRTY-ONE ELEVENTH AVE.

HELENA, MONTANA 59601

THE MONTANA UNIVERSITY SYSTEM CONSISTS OF THE UNIVERSITY OF MONTANA AT MISSOULA, MONTANA STATE UNIVERSITY AT BOZEMAN, MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY AT BUTTE, WESTERN MONTANA COLLEGE AT DILLON, EASTERN MONTANA COLLEGE AT BILLINGS AND NORTHERN MONTANA COLLEGE AT HAVRE.

Volume 5, Number 1 — January-February, 1976



University System Photo

Commissioner of Higher Education Dr. Lawrence K. Pettit talks issues with members of the Montana State faculty. His visit to Bozeman was part of a series of open forums that he will be holding with students and faculty in the Montana University System.

Enrollment Up 6.8 Per Cent

Five of the six units of the Montana University System experienced increases in enrollment this year, hoisting the 1975 net fall enrollment to 24,044 students for the entire system — the largest system enrollment since 1970.

This year's figure represents a 6.8 per cent enrollment increase over last year's system enrollment of 22,518.

Western Montana College, the only institution suffering a decrease, reported a net enrollment of 759 students this year in comparison with 769 last year.

The Dillon school showed an increase of 25 full-time students this year, while experiencing a reduction of 35 in part-time students.

Other reports indicate:

- A 3.0 per cent net enrollment increase at the University of Montana where enrollment went from 8,566 last year to 8,826 this year.
- A 6.5 per cent increase at Montana State University where net enrollment went from 8,425 last year to 8,971 this year.
- A 20.5 per cent increase at Montana Tech where net enrollment went from 842 last year to 1,015 this year. It marked the first time the Butte school went over 1,000 students.
- A 13.7 per cent increase at Eastern Montana College where net enrollment went from 2,935 last year to 3,337 this year.
- A 15.8 per cent increase at Northern Montana College where net enrollment went from 981 last year to 1,136 this year.

Out of the 24,044 total enrollment, 3,525 were part-time students, while 20,519 were considered full-time.

In 1970, the largest net enrollment in the past five years was established at 24,112 students. The system's enrollment showed a marked decline during 1971-73.

Boosted by federal program

Student Financial Aid Increases In System

A survey of financial aid officers at the six units of the Montana University System shows that there is more money for student financial help this year than in previous years.

The major factors behind this increase, officials say, is the federal basic-opportunity-grants program. Authorized three years ago, the program was designed to take some pressure off other sources of financial aid. It is apparently starting to have this effect this year in Montana.

Increase in funding for the program this year exists because three classes of undergraduates — freshmen, sophomores and juniors — are eligible to apply instead of the two classes last year. Next year, seniors will also be eligible.

Generally, the six institutions in Montana show that funding for the basic opportunity grants has doubled in some cases this year. In one case — Western Montana College — funding for the program has almost quadrupled this year.

"The basic opportunity grant has enabled us to give money to the middle income families," said James Craig, head of financial aid at Montana State University.

BOG Helps

Basic opportunity grants are actually more advantageous to the lower income students. Donald J. Mullen, financial aid director at UM, explains: "It cannot exceed half the cost of the education. You don't pay it back and you don't have to work for it."

Lawrence Link, financial aid director at Western Montana College, urged: "Look at basic opportunity grants first because it helps the students and helps us too in budgeting."

Financial aid officers are generally pleased with the overall picture this year. They say the College Scholarship Service (CSS) has relaxed the requirements for parental contributions this year. Most feel the system is more fair and equitable this year.

However, in the case of the basic opportunity grants, some feel that there is still a need to modify criteria in some areas. "There is a need to modify criteria for financial aid for both the middle income families and for families who have only income producing assets," said Mullen.

"No truly poor kid is hurting. It's the

middle income kids who are hurting. They can't qualify for aid, but can't afford the education either. Middle income kids who don't qualify for financial aid either go into an unreasonable amount of debt, go to other members of the family, or they just lag it."

Mullen said he felt there should be more funding for students on the state level. He said the legislature authorized a state work study program two years ago, but failed to appropriate any money for it.

Although some financial aid officers don't agree entirely with Mullen's assessment, a few agree that there is a need to either eliminate or restructure criteria based on non-liquid assets such as houses.

Financial aid officer Frank Kondelis of Montana Tech added, "We are helped because more people are aware that the basic opportunity grant exists."

Large Increase

The increase in the basic opportunity grants coupled with an increase in college-based programs will apparently give students their best opportunity for financial aid to date. Although most institutions are still handing down college-based aid, MSU and UM were able to estimate that they will be giving out between \$300,000 and \$400,000 more this year than last year.

Eastern Montana College will also experience a substantial increase this year, but for different reasons. Brian Lonski, financial aid director at EMC, explained that the increase at Billings happened primarily because "my predecessor had never requested sufficient assistance when he applied for funds."

At Montana Tech, Kondelis said he estimates that college-based financial aid will increase from \$162,000 last year to \$217,000 this year — an increase of \$55,000.

Officials at Northern Montana College and Western Montana College say they will have an increase of about \$30,000 this year.

Although more money is available both at the college and the federal level, officials say they are encouraging students to apply for the basic opportunity grants before seeking other means of financial aid.

WHAT'S INSIDE

Uniform accounting system is high on priority list for the Montana University system. See page two.

It's a busy year for campus Bicentennial activities at all units. See page 4.

There are a number of complexities surrounding the "dropout proneness" of students. See page 5.

Supreme Court ruling favors Board of Regents. Allows greater autonomy. See page 7.

Commissioner's View

Uniform Accounting: A Benefit To Everyone

By Dr. Lawrence K. Pettit

One of the persistent problems in Montana higher education over the years has been the lack of a uniform system of accounting at the six campuses. This fundamental problem has inhibited communication between the campuses and the central office in Helena, and also between higher education on the one hand and legislators and the tax paying public on the other.

Before adoption of the new constitution when there was no effective central authority in the Montana University System, this problem grew to almost alarming proportions. One consequence was the erosion of higher education's credibility in the public forum and also before legislative committees. It was impossible to compare data among the campuses and extremely difficult to communicate financial needs to members of the legislature.

After the new system of governance was implemented in July, 1973, we immediately turned our attention to two priorities in the fiscal area:

- The development of a more systematic budgeting system, which would result in a rational, equitable distribution of funds among the campuses.
- The development of uniform accounting methods on the campuses reflecting the highest standards of national authorities in the field. We believed that if we could attain these two goals we could determine the financial needs of Montana higher education conclusively and communicate those needs in a clear and credible fashion to political decision makers.

During the last session of the legislature we built into our appropriations request an amount sufficient to allow us to conduct the preliminary activity and study necessary to develop a uniform accounting system at the six campuses. That study is now under way, being conducted by Raymon Dore, a certified public accountant, and James Ness, on

leave from the business manager's office at Montana State University. My charge to Mr. Dore and Mr. Ness at the outset was to develop a sound uniform accounting system that would stand the test of time, fulfilling our needs and the needs of political decision makers in the state, rather than simply turning out a study designed to deal with short-run or ephemeral problems between us, the legislature and the State Department of Administration. I am confident that they will fulfill that charge with extraordinary professional competence.

Mr. Dore and Mr. Ness have received remarkable cooperation from the relevant persons on the campuses, and have involved in a meaningful way, the Legislative Auditor, Legislative Fiscal Analyst and Director of the Governor's Office of Budget and Program Planning. By the time a final product emerges, all of those official decision makers who are concerned with university system accounting methods will have been involved.

Initial steps have included the development of a set of accounting principals, a discussion paper on the relationship between universities and their affiliated foundations, and detailed inventories of present differences in accounting categorization at the various campuses.

Parallel with the development of a uniform accounting system we are embarking upon a program to develop a modern, sophisticated management information system for the Montana University System. I have appointed a task force, the members of which have begun by developing information bases for their respective campuses. Associated with this will be the eventual development of a computer network linking the six campuses and our Helena office, with possible hookups for the community colleges also.

If we can achieve these ends we will have brought about significant management reform in Montana public higher education.



MONTANA COMMISSIONER OF HIGHER EDUCATION

COMPENDIUM

Compendium is published bi-monthly by the Commissioner of Higher Education, 1231 Eleventh Avenue, Helena, Montana 59601. Editorial comment on Montana higher education is welcomed and will, if suitable, be printed in succeeding issues of Compendium.

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Speaking Of Presidents . . .



(Dr. Stanley J. Heywood this month announced his resignation effective August 31 from his presidential post after reassessing "both the needs of the college and my own professional goals for the years ahead." He will take a leave and then continue at Eastern as a professor of education in January 1977.)

By Dr. Stanley J. Heywood
Pres., Eastern Montana College

With a few exceptions such as the Military academies, the federal government has not administered institutions of higher learning. Yet the federal government has had massive impact on access to higher education and indeed on the content of higher education.

The Morrill Act in 1862, the GI Bill after World War II, the Post Sputnik emphasis, aid to medical schools and medical students, the National Defense Education Act, the Basic Educational Opportunity Grants, all caused major shifts in educational emphasis.

We must soon develop a new National Policy toward Higher Education or face (1) Unemployment or under-employment of college educated personnel; (2) Loss of power and influence in the world through an out-of-date education; (3) Loss of leadership in technical and social expertise.

One cannot talk about national Policy on Higher Education without also referring to the interdependent world in which we live. No longer do all roads lead to

Washington. In fact the time when this was true was shorter than that held by London, and much shorter than that held by Rome. Urgent problems of international trade persist. Countries less strong militarily exert control on our energy. Might is not always right. Large numbers of people move across the world as tourists, as new citizens and as refugees. New countries come into independence in rapid succession with old prejudices strengthened and new prejudices evolved.

The components of A National Policy for Higher Education are:

1. A new approach to encourage ability as well as need. We must not use the excuse of a mass higher education—in which I fervently believe—as a means to fail to encourage an elite. One can still have a populist theory of higher education and develop an elite of brains and ability.
2. International education must be encouraged.
3. Aid must be given to the development of "new" careers as well as to the education for these careers. These careers must be in the private enterprise sector of our economy as well as in governmental services.
4. More attention must be given to building a cement that binds people more closely together in this country, and the world. With the breakdown in family togetherness the extended family must supply some of the security and need often lacking. "Man does not live by bread alone . . ."
5. Scientific advancement cannot be neglected.
6. Incentives need to be developed for study of alternatives to present forms of government to present forms of production and distribution, to present forms of welfare to present styles of living.
7. The student-teacher ratio for disadvantaged students in public schools needs to be lowered to help prepare more students for higher education.

A New National Policy on Higher Education is needed now to prepare our citizens to contribute to the New Society that is already with us.

This Space
Is
Reserved
for
Your Comment
Let Us Hear
From You!

If You're Willing To Relocate

Good Outlook For Degree-Related Placement

Your chances of getting a degree-related job upon graduation from one of the six units of the Montana University system appear to be generally good, based on the observations of placement directors.

All placement directors agreed that students graduating in 1975 had a good chance of finding employment and, they all held the opinion that 1976 graduates would find the job picture equally as satisfying.

Dr. Donald E. Hjelmseth, Director of Career Planning and Placement Services at the University of Montana, reasoned that the job market is good "because I think employers in the state look to the Montana University System first and I think our students are resourceful enough and persistent enough in the job search to come up with something."

Generally, students majoring in teaching, accounting, business, engineering and agriculture will likely take the lion's share of the jobs. Liberal arts majors probably have the toughest time finding employment.

At Montana State University, Career Placement Director Thomas Messick said the job market is excellent for teaching, engineering, accounting and business

students. "Generally speaking, I think our placement is pretty good," Messick said.

"Our demand is exceeding the supply in engineering. In accounting, 86 per cent of the 1975 graduates are now employed."

Messick said the number of individual employers visiting the MSU campus has been on the increase since 1971. He indicated that there may be yet another increase this year.

Fine For Teachers

Northern Montana College Placement Director Keith Clawson said that employment opportunities were excellent at the Havre school for 1975 graduates. At Northern:

- 46 out of 52 graduates in secondary education are now in teaching. Four are unemployed and two are continuing studies.

- 25 out of 26 elementary education graduates are now teaching.

- Out of 99 graduates with associate degrees, 72 are employed, 26 are in continuing studies and one is unemployed.

"It looks darn good," Clawson said. "I couldn't believe it."

Montana Tech officials report that an

abundance of engineering job opportunities are available for graduates at the Butte school. Director of Placement Gustav Stolz Jr. said that, in addition to job opportunities, the starting average salary for mineral engineering graduates last year was \$1,267 a month.

At Western Montana College, the number of bachelors candidates has dropped in recent years, but, according to former placement director Dr. Alan G. Zetler, the placement percentage is still good.

Zetler said 76 of the 129 bachelors candidates in 1975 are now under teaching contracts, 23 are in the housewife category, 18 are gainfully employed in other fields, five are furthering their education, one is in the military service and only five are actively seeking employment.

Bright Future

"The next three or four years are going to be darn good," Zetler predicted. "The situation is definitely much better now than it has been in the last four or five years."

Victor M. Signori, Director of Placement at Eastern Montana College, said 83 per cent of 1975 EMC graduates, who

were willing to relocate, found jobs in teacher education.

"The job market is wide open," Signori said. "In fact, we've got job openings right now."

He said most employers are searching for graduates who can relate with people and have the flexibility to teach several subjects. Women, Signori said, have a good chance of finding employment.

Hjelmseth said 1975 University of Montana education majors had a relatively easy time finding jobs. Out of 378 education majors, he said 92 per cent found teaching jobs.

He said the outlook is also good for students majoring in business administration, accounting, clinical psychology, speech pathology and graduate geology.

"I think much of the success in finding jobs can be attributed to the attitude of the students in the Montana University System," Messick said. "The graduates here in Montana are aggressive. They're after a job."

Placement directors said many of the students who did not find jobs last year were either looking for a job in a specialized field, were unwilling to relocate or decided to continue their studies.

INSIGHT

Wright: More Flexible System Needed

(Editor's Note: These are excerpts from a recently taped conversation with Dr. Freeman Wright, Deputy Commissioner for Academic Affairs in the Office of Commissioner of Higher Education. Wright, a native of Bozeman, assumed the new position last August after serving as Dean of the College of Social Sciences at California State College at San Bernardino.)

Q. For what professional reasons did you move from California to take the new position in Montana?

A. I left California because, upon seeing the advertisement for this position, I thought that perhaps I might be able to bring some of my experience, my ideas to Montana which is a state that one fully doesn't understand unless one has lived in it — which I have. I believe that if I have anything to offer in the administration of higher education it would be in the state of Montana and in a job like this.

Q. What sort of things do you hope to accomplish concerning higher education in Montana?

A. Over the long run what I think we have to do is to develop a system which is more flexible and responsive to the needs of Montanans, while at the same time insuring it does not grow enormously in cost. In order to do this, we have to have fresh ideas, we have to be able to review programs, look hard at what we have and think of ways we might improve it without doing great damage to the tradition of higher education in the state.

Q. What problems do you see that need to be ironed out — in the immediate future?

A. The immediate future, I think, calls for a look at programs to see whether they are serving a necessary function — especially programs at the graduate level.

Also, I think each of the six colleges and universities needs to have a role clearly defined for it, in addition to whatever regional function it might serve.

If we can establish these developments, plus consider a more efficient form of organization — if there is one —



in the next few years or over the short run, I think we will have accomplished quite a bit.

Another short-run problem is to develop a situation in which we have faculty who can teach new programs without adding enormously to the size of the faculty in the state of Montana.

Q. How do you envision the Montana University System ten years from 1976?

A. I believe there will be some streamlining. There will be some new programs. I think universities have a traditional role to play and colleges have a traditional role to play. I don't think these should be overlooked at all.

People tend to think about higher education in cycles. Right now — given the state of the economy — emphasis is on career oriented education. We must be

able to provide that — yet, at the same time, people are enriched by all kinds of courses and experiences in higher education, and I don't think that we should lose sight of that fact.

Q. What are other states doing — things you'd like to see done in Montana?

A. Well, the Montana University System is rather unique. Experiences I've had in California don't provide direct analogies because within the three tiers in California — the universities, the colleges, and the community colleges — there is a great deal of commonality. In our system, the six institutions are quite different from one another.

So, what is done in other states, I think, we can learn from. We can learn what not to do and we can learn, perhaps, how to do things, but we must remember that we are concerned with this particular system in Montana.

Q. It seems that higher education in Montana and nationally is often asking for more funding. What are the reasons and/or justification for this?

A. Well, if you look at it in terms of percentage of the state budgets, higher education is not asking for more funding. The point is that other programs have become competitive, if you will, for state funds. Higher education is funded at a lower percentage now than it has been in the past in virtually every state of the union. Some choices have to be made about which programs the states want to fund. Naturally, those of us who have committed our lives and professional careers to higher education believe that advantage to the entire state is to be gained from supporting quality higher education. Those who have dedicated their careers and lives in other areas feel just as genuinely about asking for more funding for their programs.

What is happening is that representatives of higher education are asking for enough money to keep their programs of a high quality and not really asking for a great deal of expansion. In fact, a minimum of expansion is being asked for at this time.



University System Photo
Western Montana College President Dr. James Short, Montana State Academic Vice-President Dr. Irving Dayton and Deputy Commissioner for Academic Affairs Freeman Wright listen to a progress report on collective bargaining during an October meeting in Bozeman.

Looking At Early Semester Calendar

The seven-member inter-unit committee for the development of a common calendar has voted to pursue the implementation of a uniform early semester calendar for the six-unit Montana University System by fall term 1977-78.

The committee, appointed last summer by Commissioner of Higher Education Dr. Lawrence K. Pettit, plans to poll the faculty, students, administrators, and classified employees at the six units this month. In addition, they will also poll Montana legislators.

A questionnaire has been developed and considers:

- Cost of books.
- Diversity of courses.
- Impact on student and faculty employment.
- Common dates with colleges outside the system and with Montana public schools.
- Impact on athletics.
- And, energy savings.

Two Equal Sessions

An early semester calendar would begin in late August or early September, allowing about a one month vacation between mid-December and mid-January. The second semester, beginning in mid-January, would end in the middle of May. Each semester would be comprised of about 75 instructional days.

Presently, all of the system's units except the law school at the University of Montana and Montana Tech are operating on the quarter system. The exceptions operate on a semester system.

The committee selected the early semester calendar from a number of other possible calendars — the traditional

semester, quarter, trimester and 4-1-4.

Some of the advantages of the early semester calendar cited by the committee include a longer period of study for students, possibly reducing costs for books, better coordination with the public school calendar, easier transferability between institutions and conservation of energy during the winter months.

National statistics show that 45 per cent of the colleges and universities in the United States have adopted new calendars during the past four years. Of those institutions, most of them have turned to the early semester system.

Major Advantage

One of the primary advantages of establishing a common calendar for all six units, according to Pettit, is that it would simplify the structure of the university system.

"It fits into the overall plan to establish a coordinated system of higher education in Montana," Pettit said. "It's a major step in reorienting attitudes of individual campuses towards viewing the system as a cohesive unit rather than six disparate institutions."

Members of the committee which is exploring the possible calendar change are Charles Kittock, registrar at Eastern Montana College; Joe Frazier of Montana State University; Philip Lutes of the University of Montana; Charles Nelson, registrar at Northern Montana College; Koehler Stout, acting dean of academic affairs at Montana Tech and William Lannan, Deputy Commissioner for Research and Planning in the Commissioner's Office.



The year is 1976.

Through the looking glass is the Montana University System.

The event is the Bicentennial and the colleges and universities are finding various ways of celebrating the event.

One of the major projects associated with the Bicentennial was a newspaper course that was offered in the Billings Gazette, the Bozeman Daily Chronicle, the Great Falls Tribune and the Helena Independent Record.

The 18-week course, offered under a grant from the National Endowment for the Humanities, allowed students to receive credits for essays printed in the supporting newspapers.

Generally, the course explored America's heritage and focused on issues relevant to contemporary America.

Beyond the nation-wide course offering, each one of the six units in Montana has initiated a collection of forums, panels and shows which provide supplemental insight into the Bicentennial.

Eastern Montana College is planning to stage a week-long Bicentennial Celebration on the EMC campus during Spring Quarter.

Already, EMC has held a public forum in cooperation with the University of Montana, the Humanities Committee, the League of Women Voters and other sponsors.

A Bicentennial touring company from EMC — a joint project of the Montana Bicentennial Administration, the three Montana Shrine Temples, the Yellowstone County Bicentennial Commission and EMC — will present more than 30 performances of a musical production "1776" during January, February and March.

At Montana Tech in Butte, a Science and Humanities Conference was held on Nov. 17. It was designated a Bicentennial event by the Silver Bow Bicentennial Committee.

A painting dedication at the Butte school also helped celebrate the Bicentennial.

Perhaps the most ambitious Bicentennial project at Montana State University is the production of a 16-minute color film by advanced students in the Department of Film and Television. The film, funded through a grant from the Bicentennial Administration, will be a re-enactment of the village life of Montana's earliest Indians.

MSU history professors, Dr. Michael Malone and Dr. Richard Roeder are the co-authors of a new book that relates to the Bicentennial by examining the Montana Territory of 100 years ago. The book, titled "Montana As It Was: 1876", was recently published by Big Sky Books.

The list of events goes on. Certainly, the Montana University System has not forgotten the Bicentennial.

No Commitment On Discretionary Fund

The Montana Board of Regents, during their December 15 meeting, elected not to commit the remaining \$1,362,266 in the Regents' discretionary fund.

In taking such action, the board also voted to exclude the Community Colleges from participating in the distribution of funds for 1976-77 based upon legislative intent as defined by the Interim Finance Committee.

The action was taken following recommendations made by the Budget Committee. The committee, in making the recommendations, said the remaining funds should not be committed at this time because:

- The impact of revised enrollment estimates affects the earmarked revenues, and data are not currently available for fiscal year 1976-77.
- The Regents' authority relating to budget amendments has not been clarified, pending a decision by the State Supreme Court.
- The committee wants more time to evaluate the funding needs of the Commissioner's office.

TRANSITION

NAMED: Richard J. Rosa to technical manager for the \$1.1-million Montana State University Magnetohydrodynamics (MHD) research program.

RETIRED: Professor Don C. Quinby, Fish and Wildlife Management at Montana State University.

RETIRED: Lorraine B. Hockett, Treasurer and Associate Professor of Business and Secretarial Science at Northern Montana College.

RESIGNED: June O'Hanlon from Assistant Publications Editor at the Office of Information at Montana State University.

RESIGNED: Barney Old Coyote from Professor of American Indian Studies at Montana State University.

RESIGNED: Hai Fie Lai, research associate with the Agricultural Experiment Station at Montana State University.

APPOINTED: Larry D. Clinton,

CPA, to Business Manager of Northern Montana College to replace L. B. Hockett.

APPOINTED: Dr. Steven J. Agronsky (visiting) to Assistant Professor in Mathematics at the University of Montana.

APPOINTED: Patrick E. Manoin (adjunct) to Assistant Director for National Cooperative for Career Educational Planning at the University of Montana.

APPOINTED: John O. Mudd, J.D., to lecturer in law at UM.

APPOINTED: Nanda Schatz (visiting) to lecturer in home economics at UM.

APPOINTED: DiAnn Stankovic to visiting instructor in elementary and secondary education and Teacher Corps Liaison-Crow Agency School at Eastern Montana College.

DIED: T. Preston Webster, Zoology Instructor, University of Montana.

REVIEW

A Better Understanding About Dropouts

By Rick Farrant

You may have a cauldron chock-full of reasons behind your decision to pack up the books and abandon the academic pursuit at your institution. What you may not realize, however, is that for every reason you've conjured up there are at least ten other factors that enter into the decision.

Alexander W. Astin, in his recently published *Preventing Students From Dropping Out*, indicates at the outset that his primary purpose is to "identify ways to help students finish college." The cornerstone of his theories is a nationwide survey of 41,000 undergraduates at 358 two-year and four-year colleges and universities.

An astonishing number of variables are presented by Astin — variables that might contribute to the "dropout proneness" of a student. Frequent reasons for men and women dropping out — as indicated by the author — are boredom with courses, financial difficulties, change in career goals or dissatisfaction with requirements and regulations.

For women in particular, marriage or pregnancy or family responsibilities apparently are a major factor in the dropout rate.

For men, Astin says poor grades contribute to dropout-proneness.

PREVENTING STUDENTS FROM DROPPING OUT

by Alexander W. Astin
Jossey-Bass Publishers
204 pages.

Dropout Variables

Astin has prepared a dropout prediction work sheet that he suggests might be used by university administrations in an effort to determine which students exhibit the factors that might lead to their leaving school. To name a few: high school grade points, SAT scores, academic background and ability, family background, educational aspirations, study habits and expectations about college.

Surprisingly — at least from this viewpoint — religion apparently is an indicator of dropout-proneness. According to Astin, the least likely to dropout are those students who check Jewish on their entry forms. The highest dropout fatality rate, he says, is shown by those students who say their parents are Protestant, but who themselves mark "None" in the box offered for religious preference.

Smoking, too, may be a contributor to the dropout rate, says Astin. "...Smoking may be a symptom of a

rebelliousness and non-conformity — traits directly associated with dropping out."

A collective view of the variables believed to be associated with dropping out gives Astin reason to speculate that: "The most dropout-prone freshmen are those with poor academic records in high school, low aspirations, poor study habits, relatively uneducated parents and small town backgrounds. Low dropout-proneness is associated with being either Jewish or Oriental, winning varsity letters in high school and plans to attend more than one college.

Certainly, other factors may also enter into play. But, in short, Astin has provided a collection of considerations to be dealt with both by the student and by the institution.

What To Do?

Above all else, Astin, in a quiet manner, is pleading with 20th century institutions to take a closer look at the programs offered. He warns: take a careful look at grading, devise a system to reduce student attrition. To students he advises: attain a self-awareness about your own dropout-proneness.

The basic contention of Astin is that "If ways can be found to involve students more in the life and environment of the

institution, their chances of staying in college are improved."

What can be done? Astin speaks on:

—Jobs. "Providing job opportunities for students is one sure way to enhance student persistence." He says the job should be limited to not more than 20 hours per week and should, if possible, be on campus. The nature of the job doesn't matter because "students recognize the temporary nature of highly menial or repetitive jobs."

—Financial Aid. "Modest support from several sources simultaneously is generally associated with somewhat reduced chances of persistence, whereas support from a single source (a loan is the main exception) is generally associated with increased chances of persistence."

Self Realization

The intention of this work, by and large, may be to expose the complicated web of dropout-proneness. No longer can an educator assume that just because a student received straight "A's" in high school he will get straight "A's" in college. Although high school grade points are vital in understanding a student's potential, they present only a fragment of insight into the academic and personal behavior of a student.

Astin gives us 64 variables. There must be more.

Examination Of Continuing Ed

The Montana University System is taking a close look at expanding continuing education opportunities for Montanans.

Commissioner of Higher Education Dr. Lawrence K. Pettit said an inter-unit committee is studying the matter and will soon present its recommendations to him.

"We want to expand continuing education and make it more available to Montanans," Pettit said. "Many Montanans would welcome increased educational opportunity but are unable to take college courses on campuses.

"The general idea," Pettit continued, "is for the Montana University System to expand its efforts in non-traditional education, reassess traditional ways of funding continuing education and examine the possibilities of including continuing education as part of a faculty members' teaching load."

Other considerations included in the study are:

- The examination of the distinction between resident credit and extension credit.
- Examining continuing education's relationship with on-campus enrollment reports and budgetary requests.
- A clarification of what fees should be charged to off-campus students.

"Institutions in the university system are currently conducting continuing education programs on a self-supporting basis," Pettit said. "The fees collected from the off-campus students are the single source of support for the programs.

In addition, Pettit said, continuing education programs at present are not part of the campus instructional budgets, the official enrollment reports or the faculty teaching load.



Married students moved into this new 144-unit married-student housing facility at Montana State in September. The new addition now gives MSU 639 living units for married students.

University System Photo

Attempting To Avoid Duplication

Regents Authorize Extensive Program Review

A recycling five-year program review was approved by the Montana Board of Regents at their October 24, 1975 meeting in Bozeman.

The program review, according to Deputy Commissioner for Academic Affairs Freeman Wright, is part of a long-range plan to better serve the students of the Montana University System while, at the same time, cutting future costs.

The program review schedule in Montana is:

- 1975-76 — Education (Graduate and Undergraduate), Ph.D's offered at more

than one institution, Mathematics, Microbiology, Chemistry, Zoology and Botany.

- 1976-77 — Life Sciences, Agriculture, Forestry, medically related and veterinary programs, Pharmacy (Concurrently with re-accreditation).

- 1977-78 — Social Sciences, Law, Journalism, Business, Home Economics.

- 1978-79 — Humanities and Fine Arts, Architecture.

- 1979-80 — Physical Sciences, Engineering, Mathematics.

- 1980-81 — Cycle recommences, Ph.D's drop to years in which they fit the subject matter.

Possible Eliminations

Wright said there is a strong possibility that some programs might be eliminated in the future. However, he said apparently duplicative programs will be weighed stringently against their counterparts before such a decision is made.

"Certainly, if a duplicative program is serving only a very small number of

students, that program has a greater chance of elimination than one which serves many students," he said.

After the Council of Academic Vice-Presidents assess the programs, they will make their recommendations to Commissioner of Higher Education Dr. Lawrence K. Pettit.

Pettit will then make his recommendations to the regents' Curriculum Committee who will, in turn, make recommendations to the entire Board of Regents.

Security: Cracking Down On Campus Thefts

Security officials at both Montana State University and the University of Montana are taking every step possible to curtail the increase in thefts on the two campuses.

"I've changed the hours of patrol to match the hours of the most theft," reported Don Skerritt, Chief of Campus Police at Montana State University.

"We're trying to get information out to the kids to get them to police themselves," said Herb Torgrimson, Manager of Safety and Security at the University of Montana.

Both Skerritt and Torgrimson are facing a situation that is quite different from Montana Tech, Eastern Montana

College, Western Montana College and Northern Montana College where officials report that campus-based crime is being held to a minimum.

"There are more rip-offs and so forth going on," Torgrimson said. "Thefts involving automobiles and bicycles are increasing."

Said Skerritt, "There's no question that crime involving automobiles and dormitory rooms has gone up."

In an effort to control this type of crime, both Skerritt and Torgrimson have begun concentrating their patrol of the campus during hours when much of the crime occurs — between 11 p.m. and 4 a.m.

In addition, security officials at the two campuses are making concerted attempts to educate the students about preventive measures that can be taken.

Be Aware

"The only way that we're going to cut this out is by making people aware of the situation," Torgrimson said. "They should be less careless about locking their dorms, should be careful about locking their bicycles, should lock their cars."

Torgrimson said he believes that much of the bicycle stealing that is happening at the University of Montana is being done by persons from out-of-state, not from students on campus.

Skerritt believes that the increase in thefts can be associated with the struggling economics and with increases in enrollment. "As long as we have increased students we'll have increased crime," Skerritt said.

"And it's a national thing as far as the decrease in job opportunities. They steal parts that they can sell off of automobiles. It won't stop until the economy straightens up."

In direct contrast, major crime at all six units of the Montana University System is practically non-existent. Reports of rape and drug-related incidents are minimal, officials say.



University System Photo

This \$1.5-million classroom-laboratory building opened its doors last fall at Montana Tech. The structure adds 28,742 square feet in laboratory, classroom and office space.

In Interpreting 1972 Constitutional Power

Supreme Court Ruling Favors Board Of Regents

The Montana Supreme Court, in a recent ruling, has affirmed Constitutional autonomy of the Board of Regents of the Montana University System in supervising, coordinating, managing and controlling the six state-supported institutions of higher education.

Legal interpretation on several aspects of the 1972 constitutional power of the Board of Regents was sought in July 1975 in a case brought by the Board of Regents, seeking to enjoin Montana Governor Thomas L. Judge from enforcing certain restrictive language in the appropriation act for the university system.

Perhaps the major impact of the ruling was the Supreme Court's decision to deny the Legislative Finance Committee's power to approve or deny interim budget amendments. Instead, the court ruled that the entire legislature and the executive branch are the only two groups who have the power to make appropriations and budgetary adjustments.

The court also threw out two of six certification provisions included under House Bill 271, which was passed in 1975. The two provisions were:

- That all moneys collected or received by university system units from any source whatsoever, including federal grants for research and operations, and any moneys received from a foundation, shall be deposited in the state treasury unless exceptions are granted by the Department of Administration.
- That salary increases for presidents of units of the university system and for the Commissioner of Higher Education shall not exceed five per cent each year of the following biennium, using the respective fiscal year 1974-75 salaries previously approved by the regents as a basis for determining such increases.

Last summer, the Board of Regents refused to sign a certificate of compliance to the governor's budget director as was required in the act. As a result, the executive branch kept the university system from using the \$121.2-million biennium appropriation for six days. The Supreme Court subsequently directed the governor not to withhold payment of claims for normal operating expenses.

The Montana University System's chief executive, Commissioner of Higher Education Dr. Lawrence K. Pettit, said he was very pleased with the decision. "The Supreme Court recognizes the general proposition that the Board of Regents is the competent body for governing higher education in the state of Montana," he said.

"Recognition is given to the fact that seemingly minor conditions attached to an appropriation bill could have a significant effect on academic administration and financial matters of substantial concern to the system."

Pettit called the ruling a "landmark decision in the history of Montana. Its effect will be to enable us to bring about reforms which the taxpayers of the state have a right to expect."

"Conditions for full accountability are still present as they ought to be. Governance of the university system can now take place without fear of political interference."

Included in the same ruling, was a decision by the court to justify the legislature's use of line-items in its appropriations.

"However," the court said, "the legislature cannot do indirectly through the means of line-item appropriations and conditions what is impermissible for it to do directly. Line-item appropriations become constitutionally impermissible when the authority of the Regents to supervise, coordinate, manage and control the university system is infringed by legislative control over expenditures."

The Supreme Court arrived at its decisions concerning the Board of Regents after indicating that "our task is to harmonize, in a practical manner, the constitutional power of the legislature to appropriate with the constitutional power of the Regents to supervise, co-ordinate, manage and control the university system."

SPOTLIGHT

UM Rhodes Scholar

MISSOULA — James R. Murray, a senior at the University of Montana in Missoula, was designated as a Rhodes Scholar on Saturday evening, Dec. 20, in Seattle, Wash. The designation entitles Murray to attend Oxford University in Oxford, England under a full-ride scholarship for two years from the Cecil Rhodes Scholarship Trust.

Murray is the 20th Rhodes Scholar from UM, which ranks the University in the top 50 institutions of the more than 200 institutions of higher learning which have had Rhodes Scholars.

Fourteen Others Competed

A total of 14 male students from the northwest district were in competition for the scholarship, two from each state in the district. The states include Alaska, Idaho, Montana, North Dakota, Oregon, Washington and Wyoming. The Northwest District Rhodes Scholarship Committee consists of one ex-Rhodes scholar from each state in the district.

Preliminaries for the Montana finalists were held Wednesday, Dec. 17, at UM, where six candidates were interviewed.

Jeffrey D. Ellingson, 22, son of Mr. and Mrs. Chester L. Ellingson, Kalispell, was the other finalist from Montana. Ellingson is a senior at the University of Montana majoring in the liberal arts program.

Looking at Jurisprudence

Consideration for a Rhodes Scholarship includes that male student applicants demonstrate academic excellence, personal qualities, leadership and moral force of character, and physical vigor.

The basis for selection includes a transcript of academic work, letters of recommendation, a listing of honors and awards earned, a statement of proposal for study (intellectual interests), two interviews on the state level, and two interviews on the district level.

Murray will leave for Oxford in October of 1976. His area of study will be "reading for the R.A. in Honour School for Jurisprudence, or philosophy of law," Murray said. "The B.A. from Oxford is equivalent to two years of master's work here. When I get back, I hope to get an advanced standing in a law school."

"I want to put what I learn at Oxford to practical use in the United States," Murray said.

"The method of teaching at Oxford is much different than here," Murray said. "Students are under the supervision of one individual tutor, though they attend lectures. Oxford is a conglomeration, so to speak, of 24 different colleges. I hope to be accepted into the program of jurisprudence."

Native of Froid

Murray, 21, son of Mr. and Mrs. Michael Murray, Homestead, graduated from Froid High School, Froid, in 1972.

He is a senior majoring in philosophy at the University of Montana with a high grade-point average. He is currently the vice-president of the Associated Students of the University of Montana (ASUM). He served on Central Board, the student governing body at UM, for two years prior to his election to the vice-presidency.

Murray was a Montana delegate to the National Democratic convention in '72. He worked for Democratic presidential candidate George McGovern in '72 as chairman of the Roosevelt-Sheridan Counties McGovern for President Club in Montana.

Indian Culture Master Plan Gains Approval

The State Board of Education approved recently an amended version of the Indian Culture Master Plan — designed primarily to provide a framework through which education in Montana can focus its resources on the cultural contribution of Native Americans to Montana and to the United States.

The plan stemmed from a number of indicators of Montana's commitment to Native Americans.

When the Constitution of Montana was redrafted in 1972, the following provision was included: "The state recognizes the distinct and unique heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity." The Constitution became effective July 1, 1973 and is the only state constitution which includes reference to Native Americans.

During the 1973 legislative session, the Legislative Assembly enacted House Bill 343 which directs that by July 1, 1979 only those certified personnel who have completed training in American Indian studies shall be employed in those schools

whose Indian population qualifies them to receive federal funds for Indian educational programs.

In 1974, the legislature passed House Joint Resolution 60 which directed "the Board of Public Education and the Board of Regents to develop a master plan for enriching the background of all public school teachers in American Indian culture."

In order to insure development of the master plan, the 1974 legislature allocated funds for researching the project. Ken Harwood, a Blackfeet Indian, was appointed to conduct a study on the matter and spent a year researching background material, compiling data, consulting with the Indian community and investigating the most appropriate methods of implementation. Assisting Harwood, was a 45-member statewide advisory committee.

Recommendations from Harwood were forwarded to the Joint Curriculum Committee and were subsequently used in drawing up the plan.

Release of the final draft of the master plan is slated for sometime this month.

159 Students Participating In WICHE Exchange Program

According to Commissioner of Higher Education Dr. Lawrence K. Pettit, 159 Montana students are participating this year in a student exchange program coordinated by the Western Interstate Commission on Higher Education (WICHE).

The program is designed to help students in 13 western states obtain access to fields of professional education that are not available in their home states. Funds appropriated by a sponsoring state reimburse the receiving school —

through payment of an institutional support fee — for the educational service offered.

Pettit said Montana will spend \$635,102 this year through his office in support of its exchange students.

Montana students participating in the program this year include 52 in medicine, 18 in dentistry, 40 in veterinary medicine, 13 in dental hygiene, 23 in optometry, four in occupational therapy, seven in physical therapy and two in podiatry.



Human history becomes more and more a race between education and catastrophe.

H.G. Wells



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